

Childminder report

Inspection date: 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in this friendly childminder's home. They move around the room and outside safely choosing what they want to play with. Toddlers negotiate the steps to go outside and thoroughly enjoy exploring the garden. They scream as they spot a spider and begin to count its legs. They smell different flowers, such as lavender, and jump energetically on the gravel, listening to the noise they make. The childminder extends this play and sings a popular song about being happy. Children join in willingly by stomping their feet and clapping their hands.

Children form warm relationships with the childminder and snuggle up close for a story about a caterpillar. They enjoy counting the fruit the caterpillar eats, and toddlers repeat the word 'butterfly' with excitement at the end of the story. Children have an excellent attitude to their learning and behave well. Pre-school children develop their imagination. They relish playing with the pretend food and delight in making dinner for visiting adults. They tell the visitor that the food is 'sweetcorn, peas and fruit, which is good for you'. Babies bang spoons and stir, using their small-muscle skills. They bang and giggle as the sound becomes louder and louder, expressing their creativity.

What does the early years setting do well and what does it need to do better?

- The childminder implements a curriculum that follows children's interests. She knows what she wants the children to learn and what they can already do. She plans activities to develop their skills to aid their future learning. For example, children play in the mud kitchen, manipulate the soil and stir ingredients around in pots and pans. This helps to strengthen their fingers and hands in preparation for developing their early writing skills and being able to zip up coats.
- The childminder supports children's language development overall. She makes eye contact with babies and provides them with a running commentary to help their understanding. She introduces new words for toddlers, such as 'stomp', to help to extend their vocabulary. However, sometimes, the childminder asks too many questions at once. She does not leave children enough time to think about and respond to the questions she asks. This does not support children's thinking and speaking skills fully.
- The childminder has an effective partnership with parents. She talks to parents at drop-off and collection time and sends photos of what the children are doing. This means that parents can continue to support their children's learning at home if they wish. Parents comment positively about the childminder's service. They say that she is friendly and communicates well.
- The childminder promotes children's positive behaviour. Children play well together. For example, pre-school children help babies to build towers by

showing them what to do. Babies enjoy this and giggle as the tower falls.

- The childminder supports children's self-care skills well. She encourages children to learn to take off and put on their own coat and shoes. Babies start to feed themselves, and pre-school children pour their own drinks and use their manners at mealtimes. The childminder promotes a good hygiene procedure. Children know to wash their hands after playing outside and before lunch.
- The childminder reflects well on her practice and demonstrates her commitment to continuous improvement. She seeks feedback from parents and completes training to keep up to date with current developments. This helps the childminder to achieve a good level of service. Since her registration, the childminder has changed the way she plans. She now asks the children what they want to play with and gives them choices of what they want to play and where they want to play, which aids their independence.
- The childminder gathers information from parents about the experiences children have at home. She knows that most children travel places in cars. Therefore, she takes children on trains and buses to local attractions. For example, they travel to a water-powered cotton mill where they can explore a different environment and learn new skills, such as den making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a safe and secure home. She understands her responsibilities to keep children safe from harm. She knows who to contact and what to do if she has a concern about a child's welfare. The childminder attends safeguarding training to keep her knowledge up to date. She is aware of wider aspects of safeguarding, such as the 'Prevent' duty. The childminder ensures that suitability checks are carried out for her household members to ensure that children are safe. The childminder maintains a safe environment. She carries out fire drills with children so that they understand what to do in an emergency.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review the way questions are used to enable children to listen to the question and respond successfully.

Setting details

Unique reference number	2551064
Local authority	Derbyshire
Inspection number	10205566
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Belper, Derbyshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays, bank holidays and a week at Easter and Christmas. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this has on children's learning.
- The children spoke with the inspector and invited her to join in with their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector by telephone so that she could take account of their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation and evidence of the suitability of the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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